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REPORT OF THE EDUCATIONAL POLICY COMMITTEE TO THE FACULTY OF MIDDLEBURY COLLEGE

I The Proposed Plan

II Its Rationale

III Its Implementation

IV Committee Plans for 1959-60

September 1959

ED000326

REPORT TO THE FACULTY

I - The Proposed Plan

Under the grant from the Fund for the Advancement of Education, the Educational Policy Committee held forty-nine meetings, each nearly three hours, from June 9 to September 24. Much additional time was spent in subcommittee meetings and in consultation with various members of the faculty and administration.

The Committee began its study of the curriculum by reviewing the Report of the Consultants, submitted to the faculty last May. Although the Committee was in substantial agreement with many of the recommendations, it was of the opinion that departmental and divisional criticisms could best be dealt with in discussions with the faculty during the fall. Furthermore, the Committee felt that its responsibilities went beyond simple endorsement of the Report. Hence at the outset it was decided to deliberate upon an experimental design for the curriculum of Middlebury College best suited to the needs of our students and calling upon the full potential of our academic and financial resources.

Although the Committee has proceeded pragmatically in its designing of a new curriculum, it has been aware of the statement of ideals of a liberal education at Middlebury drawn up by the Committee in 1956:

> A liberal arts education in a democratic society is based upon the concept of the dignity and worth of every individual as a human personality. The ends of such an education **and** the means employed should in all instances be governed by this concept. Students should be provided with a comprehensive knowledge of our cultural heritage, an awareness of the relation of their special fields to this heritage, an understanding of the physical world in which we live, and an ability to think critically

> in order to form independent judgments. The capacities and powers of these students in rational thinking, curiosity, imagination, and sensitiveness, should be directed toward social responsibility and leadership and also toward a love of learning for its own sake.

Academic jargon, however, is easy to come by, and all efforts to define education in the liberal arts founder in a sea of platitudes. No high-minded statement of academic purposes will produce the desired improvement in the intellectual atmosphere of Middlebury College. Nor will revisions of the curriculum, no matter how imaginative and dramatic, of themselves assure Middlebury a place of academic leadership. Although organization of a curriculum may not guarantee effective education, the Committee holds that the plan contained in this report would go far in helping to create a climate in which students could obtain a better education than at present.

The Educational Policy Committee, therefore, proposes to the faculty:

> 1) That the normal program of study for each student in his first three years shall be four courses and in his senior year shall be three courses and a program of Major Reading. Under this proposal no regular student would be allowed to elect fewer than four courses a semester without permission of the Dean and the Chief Adviser. A student could not carry more than four courses without permission of the Dean and the Chief Adviser unless he was in the top quarter of his class during the previous year. A student would be charged additional tuition only if the extra work were needed to make up academic deficiencies.
>
> 2) That the requirements for graduation shall be the passing of 15 year-courses, or their equivalent, one unit of Major Reading as the equivalent of an additional year-course, and the General Examination. (Each year-course should be considered as the equivalent of eight credits under the system of accreditation now in effect at Middlebury.)
>
> 3) That, as at present, students shall be required to demonstrate a reading knowledge of an ancient or modern foreign language before graduation.

4) That, as at present, a year of laboratory science in one of the departments of Biology, Chemistry, Geology, or Physics shall be required of all students.

5) That Humanities 11 shall be required of all Freshmen.

6) That a course in the area of the social sciences, taught by the Contemporary Civilization staff and appropriately titled, shall be required of all Sophomores.

7) That, as at present, two years of basic R.O.T.C. shall be required of all qualified male students except those exempt under present regulations, but that both the compulsory R.O.T.C. and the voluntary advanced R.O.T.C. shall be carried without academic credit.

The Committee proposes to the faculty that the program for the freshman year consist of:

1) Humanities 11 and
2) Three courses chosen from
   a) The Languages
   b) The Social Science courses open to Freshmen
      1) History 12
      2) Political Science 11
      3) Psychology 11
      4) Sociology 12
   c) The Laboratory Science courses
      1) Biology 11
      2) Chemistry 11
      3) Geology 11
      4) General Physics, if offered
   d) Mathematics 11 or 12

The courses should be chosen in light of the college requirements of a reading knowledge of a foreign language and the requirement of laboratory science. Students who come with advanced standing in any subject would be allowed to continue beyond the freshman level in the given subject if they so choose.

As the cornerstone of the new freshman program the Committee recommends to the Department of English that a required course entitled Humanities 11 replace the present English 10 and English 11. The prototype of Humanities 11 would be English 11X, an experimental section of English 11 which the Department is currently teaching for the second year. This course is designed to teach the student to read critically both intensively and extensively.

During the first term of English 11X about three-quarters of all class hours are spent on the detailed critical analysis of poems. Outside of class, besides writing frequent analyses, the student is responsible for reading independently, but using the critical methods developed in class, masterpieces of world literature, arranged in increasing order of difficulty. For example, this year students in English 11X will read in translation such works as Chaucer's Canterbury Tales, Voltaire's Candide, Homer's Odyssey, Ovid's Metamorphoses, as well as Swift's Gulliver's Travels, Joyce's Dubliners, and selections from the Bible. During the second term the methods of intensive and extensive reading are combined in a detailed class study of selected works of Plato, Sophocles, Shakespeare, Milton, Shaw, and T. S. Eliot. Papers during the second term make increasing demands upon the student. It is assumed that if the student is to be allowed greater academic freedom for independent study, he must be adequately trained during his first two years in college. Humanities 11 would aim particularly at making the student responsible for a larger share of his education.

Because of the demands which the intensified writing program would make upon the Humanities 11 instructor in correcting and conferring, no Humanities 11 instructor should carry more than three sections with 20 students in a section for a total teaching load of nine hours. Small sections here are essential if the English Department is to succeed in this sharp intensification of effort to attain greater proficiency in writing.

It is the Committee's hope that a student who starts a language at Middlebury may achieve the required standard of proficiency in three semesters, in view of the greater worth of each

course and the greater share of the student's time that the language instructor can command. Since a program of independent study is relatively unproductive when a student begins a language, the Committee points out that the Division of Foreign Languages could consider holding four class-meetings a week in addition to work in the language laboratory and requiring two hours of laboratory or outside preparation for each class-meeting, as at present. A briefer, but more intensified effort, it is hoped, would allow the student to proceed more quickly to a mastery of a foreign language. For those students who did not elect additional work in language another elective would thus be opened in the spring of their sophomore year.

The Consultants' recommendation of a General Education course in science was discussed at length, but the sentiment of the Committee for both practical and academic reasons favors retention of the present requirement of a laboratory science. The Committee believes that the requirement is necessary for the development of a student's understanding of inductive thinking and the experimental method. Students are provided with a view of what the scientist does and what his methods and thought processes are - an essential part of a liberal education today.

In general, then, Freshmen would take one course from each of the areas of the humanities, languages, social sciences, and natural sciences. A study of student record cards shows that at present about 90% of the freshman class take a language course. About 35% normally take Mathematics 11 or 12. About 65% of the Freshmen would probably elect a course in the Social Sciences.

In order to provide greater flexibility in the second semester

of the freshman year, the Committee is asking the Departments of French, Psychology, and Spanish if they would be willing to offer simultaneously each semester the first and second semesters of their freshman courses. It is understood that History 12.2, Sociology 12.2, and Political Science 11.2, with permission, would be open to Freshmen without their having taken the first semester's work. Such arrangements, the Committee believes, would solve the problem of available second-semester courses in the freshman year without the introduction of so many semester-courses that the concept of the year-course would be destroyed.

As the cornerstone of the sophomore year the Educational Policy Committee proposes ar intensified required course in the area of social science, modeled upon the present work in Contemporary Civilization. By continuing the formative purposes of Humanities 11, this wourse would, it is hoped, extend the student's training in intensive and extensive reading begun in Humanities 11. Together then, these required courses would form a spine of shared intellectual experience at Middlebury through the first two years of a student's education. A more appropriate title should be found for the course since it would not really be contemporary, nor would it be a course on civilization as such. Like its prototype, the present Contemporary Civilization, the course would undertake a critical examination of historical, political, social, and ethical ideas of continuing significance for contemporary society. As a sophomore course taking one-fourth of a student's time, it could make exacting demands upon students by requiring, for example, substantial background readings done independently and by assigning more written work than is now possible. The first semester would

be concerned essentially, as at present, with the analysis and interpretation of selected readings drawn from the works of leading thinkers. The Department of Contemporary Civilization has presented many interesting suggestions for new directions that the course might take second semester, but policy and details need still to be worked out.

Because of the crucial place occupied by this course in the proposed curriculum, its staff, like that of Humanities 11, should teach no more than three sections of twenty students each. If written work is to be demanded at frequent intervals and rigorously evaluated, if frequent conferences are to be held with each student, and if classroom discussion is to be a vigorous exchange among students and instructor, then small sections would be essential.

In addition to taking this required work in social science, about half of the Sophomores would probably elect, through necessity or choice, to continue with a foreign language. But because of the general tightness of the sophomore year under a four-course program, no further required courses are recommended. A study of registrations for the class of 1959 in meeting Group A and Group B requirements showed that many students' choices seemed to be dictated by considerations of convenience rather than by genuine academic interest. The Committee concluded that the breadth of some of the required distribution work was illusory. It would prefer to drop these requirements and to rely instead on the intensified work of Humanities 11 and the revised Contemporary Civilization course and on effective advising to ensure a liberal breadth to a student's education.

As the Major Program the Educational Policy Committee proposes

the following:

> Each student during the registration period at the end of his freshman year shall, in consultation with his faculty adviser, elect a major subject; but he may change his selection, after consultation with a representative of the two departments concerned, at any time up to the beginning of his junior year. After this time a change of major subject can be made only by permission of the chairmen of both departments concerned and of the Chief Adviser.
>
> A major, administered by a major department, shall consist of:
>
> a) A program of four or more required courses, at least three of which shall be within the major department. These courses may be the same for all students within a department, or they may, if the department desires, be varied in accordance with the objectives of the student.
>
> b) Major Reading during the senior year under the general supervision of a departmental adviser. This program is intended to foster the student's capacity for individual study. It is not organized in course form, but its demands shall be equivalent to those of a year-course, and it shall include the preparation for the General Examination. 50 or 70 courses may replace or may be carried in addition to Major Reading, as the department determines. The 50 course is defined as "independent, individual study culminating in a thesis or a special examination and taken for academic credit" and shall be so understood and listed in the college catalog. Major Reading shall be left independent of the usual methods of course procedure. It shall be without credit and without grades.
>
> c) The General Examination, which shall test the student's proficiency and command of subject matter in the broad field of his major subject, drawing upon materials in which he has prepared himself in his major department courses, Major Reading, and advisably in one or more cognate courses.
>
> 1. The General Examination shall include at least six hours of written examination, and it is recommended that departments add an oral examination for each student.
>
> 2. The grade on the General Examination shall be the equivalent of a grade in a year-course.
>
> 3. 60 courses, as such, shall be dropped, although their content may be re-offered as part of the regular department offerings.
>
> 4. It is recommended that each department consider seriously the advisability of requiring one or more cognate courses as a part of its major and of requiring some part of its Major Reading program in a foreign language.

Although this recommendation of a new major program eliminates the joint and double major, it is the Committee's intent to encourage majors which depend in part on material drawn from other departments. The Departments of Biology and Chemistry, which now offer a joint major, should make suitable provisions to maintain the Pre-Medical Program. It seems best, however, for a student to work with a major adviser in one department in creating a program adapted to the student's particular interests.

Because the four-course program by its nature limits the number of major courses a student can take and because the needs of both departments and students vary widely, the Educational Policy Committee is proposing neither a maximum number of courses which a student may elect in his major field nor a limit on the number of courses a student may choose in one department each semester. This freedom carries a real danger of abuse, but responsible advising within the department is first and last the most satisfactory way to assure that a student's liberal background is not forsaken for narrow specialization. Nor should departments view this freedom as an occasion for either increasing requirements in the major or proposing new courses in departmental offerings.

Further discussion will be necessary this fall with the Pre-Professional Committee on the programs for pre-engineering, pre-architecture, pre-medicine, and pre-dentistry students and with Professor Grant on the Teacher Training Program. In all cases the programs would be tight but would apparently work in a four-course curriculum.

In order to facilitate the transition to the proposed curriculum, only an adjustment of the present probationary and D-credit

rules is recommended, but it should be understood that this proposal would not prejudice a later systematic study of the problem of D-credit, academic probation and failure. The Committee proposes that:

> 1) No more than 6 term-grades of D shall be counted for the degree.
> 2) A student receiving failing grades in three courses shall be dropped from college at the end of any semester.
> 3) After the first semester of the freshman year a student receiving two grades below 70 shall be placed on academic probation for the following semester at the end of which time all grades must be 70 or over if the student is to remain in college.

In relaxing the present 2-F rule for academic failure, the Educational Policy Committee recommends that all students but the most serious academic failures be given an opportunity, while on a probationary status, to demonstrate the ability and incentive to carry on college work. On the other hand, in raising the standards necessary to get off probation, the Committee wishes to underscore the need for dramatic academic improvement if the student is to be allowed to continue for a Middlebury degree.

The Committee is asking the Deans to reconsider the present course-warning system, attendance requirements, and the penalties for cutting which at present involve loss of academic credit.

It also recommends that:

> Students who attain an average of 85 in their courses at the end of a semester be placed on the Dean's List.

Further, it proposes that the catalog statement regarding commencement honors read as follows:

> Commencement honors are awarded for high scholastic rank for the four years of the college course. The degree of A.B. is conferred <u>cum laude</u> upon those who have attained an average rank, for the entire course, of 85 through 87; <u>magna cum laude</u> if that rank is 88

through 90; summa cum laude if it is 91 or above. No student is eligible for these honors who has not done at least four terms' work in residence at Middlebury College.

The bachelor's degree, summa cum laude, was last conferred in 1925 at Middlebury and only once before that in this century. The present requirement of a 95 average seems virtually unattainable. The highest average attained since World War II has been 92.45. In the last thirteen years thirteen students have achieved averages of over 91. The awarding, on the average, of one degree summa cum laude each commencement would be highly appropriate.

II - The Rationale

In response to the long-felt need at Middlebury for a thorough review of the curriculum and President Stratton's charge to the Educational Policy Committee in 1955 to conduct such a reassessment, the Committee devoted the summer to drawing up the proposals outlined in section one. Previous recommendations have of necessity been confined to modifying and strengthening limited areas of the curriculum. The uninterrupted summer's effort made possible by the grant from the Fund for the Advancement of Education has now enabled the Committee to consider an over-all design which, it hopes, would best serve the purposes of a small liberal arts college offering something uniquely its own, unmatched by large universities. The Educational Policy Committee urges the faculty to consider the possibilities of a four-course curriculum with this end in view.

Throughout its summer's study the Committee has had the student foremost in mind. Its primary goal has been to enable him to

acquire more rapidly intellectual curiosity and independence which assure that his liberal education will not end with Commencement. The new curriculum would allow him to progress more rapidly toward independent study, enabling him to depend less on teachers and conventional classwork and more on his own intellectual resources and initiative.

The Middlebury student, the Committee believes, is plagued by a busyness that may encourage superficiality. Five courses seem simply too many to do well. As a student comes to Middlebury, he can best encompass four disciplines at a time, concentrating his effort on fewer areas and achieving depth instead of surface spread.

The Committee would like to see the emphasis as much as possible on training judgment and forming intelligent minds, on the <u>formative</u>, as well as on the <u>informative</u>. In the freshman and sophomore years Humanities 11 and the revised Contemporary Civilization could be particularly helpful in increasing the significant work of a formative nature. In both courses more writing could be demanded and higher standards expected.

The beginning student, by devoting a quarter of his time to the study of a foreign language, could initially achieve greater proficiency as well as a generally higher level of achievement. A student whose inherent language ability is low would benefit by the additional time in class and laboratory provided by this plan. The same terminal point of achievement could be reached in three semesters under the new program as is now reached in four.

The impact of a concentrated freshman program would provide the incentive some students need when they arrive at Middlebury. It would also lessen the criticism still heard from some able Freshmen

that the first year is only the fifth year of high school.

For the student the proposed curriculum would intensify the intellectual demands made upon him. A more mature performance could be expected as he became responsible for a larger share of his own education within and without the major. Under the new structure the faculty should demand three hours of preparation for each hour of recitation, assuming three class-meetings a week. A student's total time devoted to class attendance and outside preparation should amount to at least forty-eight hours a week. Thus, a student could be held to a higher level of attainment in all his courses and could be worked closer to capacity.

Conversely, as the student accepted the responsibility for his own education, the emphasis on the course and on the classroom as the educational core could decrease. The focus would be on actively learning, not on passively being taught. The library, not the classroom, would be the true center of the College.

With regard to the faculty, a real concern of the Committee has been to devise a program which would tend ultimately to reduce the student-hour work load of the individual teacher. On this point the Consultants were most emphatic:

> We also became aware of the heavy burden of work which most of them /members of the faculty/ carry. Generally speaking, the reduction of this burden, whether by decreasing the number of courses offered, or by increasing the size of the faculty, or by both, would enhance the effectiveness of the entire college. Our detailed recommendations ... are meant to amplify this more than any other one suggestion.

Clearly there would be a substantial reduction in the total number of registrations with Freshmen, Sophomores, and Juniors normally taking four courses instead of five and Seniors taking only three.

The total student-course load would be reduced although the results for any one teacher or department cannot be accurately predicted. Faculty members teaching courses primarily for majors would probably find their course registrations maintained. For those faculty members teaching courses widely elected at present the relief might be considerable. In courses where enrollments remain high and to the extent that the intensified courses and the Major Reading program require additional paper work and individual attention, a burdensome work-load could be alleviated only by adequate staffing. However, the program provides a start on solving the problem of faculty overloading and paves the way in some instances for a highly desirable faculty classroom-load of three courses. In general, it is more accurate to view these proposals as an occasion for establishing a new pattern of faculty work with more time for study and research and for conferences with individual students. The Committee believes this to be a more significant employment of faculty effort than is now possible.

In fact, this reconsideration of the curriculum would lead to even better results if the present convention concerning a fixed teaching-hour load were discarded. At present many departments proceed on the assumption that each faculty member must teach twelve class-hours (that is, four classes or sections) each week, in addition to the supervision of major study, honors work, etc. This may in some cases have led to the offering of courses which satisfied the supposed teaching load requirement rather than basic curricular need.

The Committee can find no authority for the twelve teaching-hour requirement either in faculty rule or administrative decision,

and, as a matter of fact, the science and language departments have never been able to make much use of the supposed rule. The attempt to apply it may actually have led to inequalities in teaching-loads. For both curriculum and teacher, it would be better to assign teaching burdens in accordance with what is known of their real weight.

Moreover, those faculty members who have definite extracurricular tasks of an academic nature (drama, debating, etc.) ought emphatically to have those activities credited to them as part of their recognized teaching load.

One of the most important features of the proposed plan is that it would operate beneficially upon the whole College by giving to each department a definite occasion for the reassessment of its entire course offering and of the principles on which its course offering is organized. There are several ways in which adoption of the plan would lead to, and necessitate, a radical re-examination of our departmental conventions. First, except in the sciences, where four-credit courses already predominate, each course would have to be so much more heavily weighted that it would have to be planned, to a considerable degree, as a new course. Its former syllabus would now be inadequate, and the former definition of its subject matter might no longer seem inevitable. The possibility of a better selection, combination or consolidation of materials, within different course organizations, might well emerge while the courses were being reconstituted. Second, each department would have to reconsider its major courses in relation to the senior program of Major Reading. Some topics previously dealt with in courses would be included in Major Reading, with a corresponding decrease of pressure somewhere in the course offering. Third, some departments would have to make

a considerable readjustment of their major courses to adapt themselves to the uniform system of General Examinations which is proposed. The present proposals do not recommend that, aside from Humanities 11 and the revised Contemporary Civilization, specific courses be changed in nature or eliminated, but implementation of the program should bring about these results in many cases. An advantage of the plan is that it provides each department the opportunity to undertake these changes for itself.

Although the Committee feels that it is presenting a challenging program which can demand more and get more from the student who wants a Middlebury education, it recognizes the abuses to which the system is liable if any member of the faculty were careless in intensifying the demands of his courses or if some students took the program as a faculty gift of 20% more leisure. Any system, including our present one, can be abused or circumvented, but the Committee is proceeding with its recommendations with confidence that the faculty will implement the plan conscientiously if it is adopted.

Some faculty members with whom the plan has been discussed have wondered whether Middlebury students, particularly Freshmen, have the initiative, self-reliance, and ability to organize study time efficiently, which a four-course program seemed to them to entail. In the Committee's opinion, the nature of the freshman program, which normally would consist of a laboratory science, an elementary language, a social science or mathematics, and Humanities, as well as the required physical education and R.O.T.C., is an answer to the criticism. First, one subject, the science, would remain the same as it is now in its demands and discipline. Second, in the elementary language, some instructors have already suggested

that the additional time involved could be well utilized in controlled exercises of various kinds, so that this aspect of the plan might actually decrease, not increase, the possibility of academic failure. Third, as for Humanities, the additional study time has already been apportioned, in the definition of the course, to extended composition, which might put a strain on some part of the freshman, but not upon his self-reliance. In general, of course, the plan does demand of the student a greater sense of responsibility, and it does so because it is intended to do so.

For every improvement in a revised curriculum there is the danger of a loss. The most apparent loss, as the Committee sees it, in converting to a four-course structure is one of breadth. The proposed curriculum is tighter; there are fewer free electives. Students who venture into a major for which they are ill-suited may experience difficulty in completing a more congenial one. At first, as a matter of academic principle, some of the Committee opposed any narrowing of electives, but an examination of the free elective in action at Middlebury convinced them that greater concentration in depth is of greater educational value than the kind of exposure received from many electives. And by keeping the major program as flexible as possible at least until the junior year, the program would accommodate those students who wish to change majors. Departmental leniency in adhering to its rules may be desirable until the program has been in operation for a few years. Again, competent advising can be invaluable.

Because of the tightness of a student's schedule, systematic and careful advising would be essential throughout his career. It would be necessary for student and major adviser at the end of the

freshman year to design a plan of study in which every course would play an important part in the total academic experience.

III - Implementation

Because the future curriculum of Middlebury College must concentrate upon the essentials of an undergraduate liberal arts education, not upon fragmentary specializations which have crept in over the years, the Educational Policy Committee believes that the reorganization and readjustment of present courses would provide a salutary method by which members of the faculty can reassess their own efforts in light of the larger goals of the college. The process of revaluation and revision, difficult and time-consuming as it would be, could itself be a constructive achievement.

Although the Educational Policy Committee is convinced that this plan offers attractive possibilities, it recognizes the magnitude of the effort in undertaking the task of conversion. The years of transition would be difficult. Problems now unforeseen would surely arise. Patience and good humor on the part of students, faculty, and administration would sorely be needed.

In order to permit ample time for discussion and planning, if adopted, the four-course curriculum could not go into effect before September, 1961. During the January 1961 registration period students might register not only for spring-term courses but also for fall-term courses under the new plan. Such an advance registration would allow the administration and the faculty an opportunity to evaluate the realignment of course-enrollments.

Although the new program probably would not necessitate large increases in staff, some temporary additions would be necessary as, for example, in the Department of English, where in the year in which the College went on to the plan, English 10 students of the previous year would carry English 11 as Sophomores while all entering Freshmen would take Humanities 11. A permanent increase of three men would be essential to staff the sophomore social science course, although men from other disciplines may be appointed to teach part-time in this course and part-time in the field of their speciality. A more detailed estimate of faculty needs under the new program will be made after the Educational Policy Committee has discussed the matter with President Stratton and department chairmen.

IV - Plans for 1959-60

It is the Committee's intention this fall, as the next phase of its evaluation of the curriculum, to begin a study of the divisional and departmental structure of the College and to review with the departments the various major programs as they would be designed under a four-course curriculum. Such questions as the concept of the prerequisite must be reexamined under such a program.

A subcommittee has been appointed to review the whole structure of faculty committees and to report on the desirability of adopting the Consultants' suggestion of a Committee of Instruction. A subcommittee will be formed to recommend a college policy on sabbatical leaves. Another subcommittee will be charged with a review of the present program of Junior Year Elsewhere and of college policy

regarding transfer credit. A study will be undertaken among leading graduate schools on the academic success of Middlebury graduates in recent years. The Committee would be grateful for any suggestions as to further areas of the curriculum and related problems which need to be explored.

The Committee is inviting Dr. Alvin Eurich, Vice President of the Fund for the Advancement of Education, to visit Middlebury and to discuss with the administration, the faculty, and the Committee the proposed design of the curriculum and methods of its implementation, if adopted.

During the fall term it is presently contemplated that the Chairman will visit Bryn Mawr, Brown, and Harvard - institutions which have four-course curricula - to study similar plans in action. He should appreciate receiving from the faculty questions and problems which should be raised at these institutions.

In conclusion, the Educational Policy Committee wishes to express its gratitude to members of the faculty and the administration who not only have patiently listened during a hot summer but also have provided many helpful suggestions already embedded in this report. These recommendations are now formally submitted to the Divisions for their evaluation. The Committee welcomes a frank and vigorous discussion.

Respectfully submitted,

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